

WARM-UP ACTIVITY - "BUCKLE MY SHOE"

ONE, TWO

(clap)

THREE, FOUR

(clap)

FIVE, SIX

(clap)

SEVEN, EIGHT

(clap)

NINE, TEN

(clap)

BUCKLE MY SHOE

(children touch their feet)

KNOCK AT THE DOOR

(children pretend to knock at a door)

PICK UP STICKS

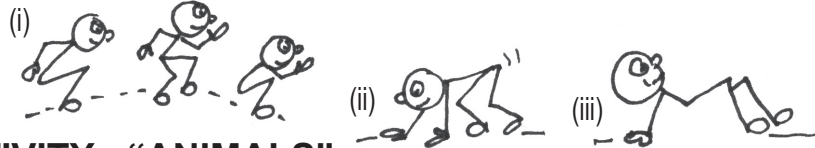
(children bend to the floor)

SHUT THE GATE

(children pretend to push the gate shut)

A BIG FAT HEN

(children "flap wings")

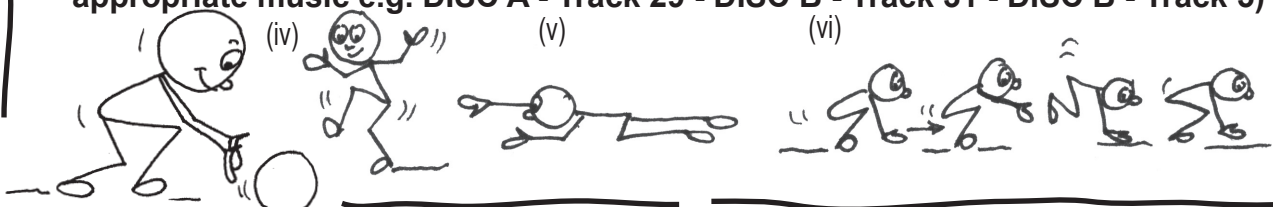


MAIN ACTIVITY - "ANIMALS"

Children gradually learn to travel in the manner of different animals e.g.

- (i) **Frogs** - Jumping like a frog e.g. two-footed bouncing along the ground. (If children keep their heads up they are less likely to overbalance. If the nursery has beanbags shaped like frogs the children could throw their frog in front of them and then "frog-jump" to pick it up.)
- (ii) **Monkeys** - Children put their hands and feet on the floor, make their arms strong and push their bottoms up into the air. Once in this position they walk on hands and feet. (They need to keep their heads up and look where they are going.) (Can they monkey-walk sideways and backwards?)
- (iii) **Crabs** - Children sit on the floor and put their hands behind them on the floor. They push up onto strong arms and feet to lift their bottoms off the ground. In this position they "walk" with their feet leading them so they can see where they are going. (When they are safely able to perform this crab action they can try moving sideways like a crab instead)
- (iv) **Horses** - Children should "gallop" in a neat, springy way rather than in a fast, less controlled "gallop" that rushes around the space. They can have both hands in front of them and hold the "reins" when they gallop. (They will accompany the movement with clicking, "galloping" sounds.)
- (v) **Snakes** - (The adult should make sure the play surface is suitable for sliding) Children slither and slide on their tummies and reach forward with their hands to help pull themselves along the ground. The snakes could also slide on their backs using their legs to push them along. When doing this children must look over their shoulders to see where they are going.
- (vi) **Rabbits** - To perform "bunny-hops" using hands and feet, children should make their arms "strong" and travel very slowly from feet to hands to feet to hands to feet etc. (Can they travel sideways?)

(ACCOMPANIMENT: Individual animal actions could be performed to appropriate music e.g. DISC A - Track 29 - DISC B - Track 31 - DISC B - Track 5)

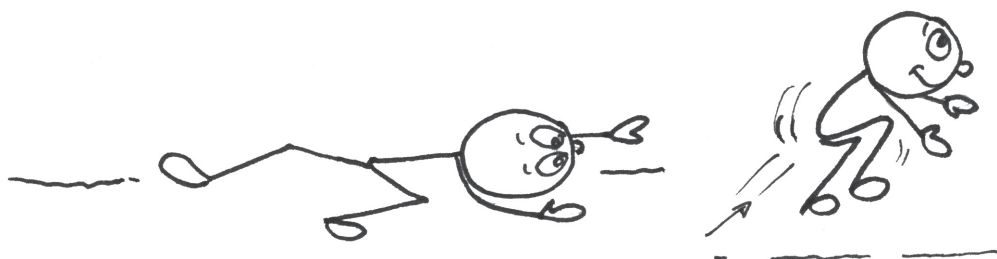


MAIN ACTIVITY PROGRESSION - "CHANGING ROLES/LEVELS"

When children have learned how to travel in the manner of several different animals the practitioner may choose two different animals with contrasting ways of travelling e.g. "slither like a snake" and "jump like a frog".

- (i) Use percussion to indicate the different animals. Children respond to the sound.
- (ii) Large pictures of the animals held in the air indicate when to change.
- (iii) The practitioner tells a story which indicates the changing modes of travel.

APPARATUS DEVELOPMENT: Children can develop these movements on apparatus e.g. travel between, under and over the apparatus like snakes, frogs etc. e.g. slide over the apparatus like a snake.



CALM DOWN ACTIVITY - "LITTLE BO PEEP"

LITTLE BO PEEP HAS LOST HER SHEEP
AND DOESN'T KNOW WHERE TO FIND THEM

(Children holding hands in a circle with the practitioner walking round slowly)

LEAVE THEM ALONE AND THEY'LL COME HOME

BRINGING THEIR TAILS BEHIND THEM

(Children let go of hands, put one hand behind them like a wiggly tail, creep close to the practitioner and sit down.)

BENEFITS OF ACTION KIDS ACTIVITIES

"Action Kids" activities are not only FUN but are designed to further extend the physical, creative, personal, social and emotional, communication and language, and mathematical development of children as well as their knowledge of the world. The activities contained in this activity plan can, among other things, encourage children to:-

- find one more or less than a number from one to ten
- move with control and co-ordination
- recognise the changes that happen to their bodies when they are active.
- use their imagination when moving like animals.
- recognise sounds or shapes and respond to what they hear and see.
- observe and identify features in different animals.
- develop self-confidence and self-esteem
- dress and undress independently.

